



English Curriculum Long Term Planning

		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5 & 6
		Magic of Writing	Oliver Twist by Charles Dickens	Poetry	Rhetoric	The Bone Sparrow by Zana Fraillon
Year 7	Big Idea	How can we use our words to create evocative descriptions?	How does Dickens highlight the treatment of the poor in Victorian Britain?	How do writers use symbolism and voice in poetry?	Can words really change the world?	How does Fraillon highlight the adversity faced by refugees?
	Key knowledge and skills	• Reading extracts and understanding how the writer is implementing descriptive writing skills. • Identify techniques used to take inspiration from the writing. • How to create sensory imagery. • How to vary sentence structures for different effects. • How to use vocabulary for effect. • How to use effective devices such as similes, metaphors, personification.	• Historical context and background of Victorian London • Character development and how to write about this • Inference • How a writer communicates and analysing their choices • Structuring analytical paragraphs • Summarising • Debating	• How to read and interpret poetry and its meaning • Form and structure and how to examine it in a poem • Identifying and examining the effects of language (word) choices and other methods writers use • Understanding symbolism and symbols common in literature. • How to identify and engage with poetic voices that are different to the writer's own. • Use symbolism and poetic voice to inspire a range of creative writing. • Reading out loud with volume and clarity	• Reading famous historical and contemporary speeches and responding to them analytically • Explore how these speeches impact the world and how their own voice can do the same • Different methods to construct a persuasive speech, such as rhetorical questions, repetition, emotive language and direct address • Constructing sentences paragraphs accurately and effectively • Exploring a diverse range of texts that use persuasive language effectively • Speaking and addressing an audience formally, using language to persuade and engage	• Context around immigration and refugees • How characters develop through a text and how the writer shows this • Inference • Close textual analysis • Write creatively using the novel as inspiration • Write in different non-fiction forms using the novel as inspiration • How structure an argument based on opinions of character and plot • How to present these arguments through formal, structured discussions and debates.
	End Point	Pupils will create a descriptive piece of writing to showcase how to use the writing skills they have practised.	Pupils will write an analysis of a character to show their inference and analytical skills.	Pupils will write an analysis of a poem.	Pupils will write a persuasive speech about a change to their education.	Pupils will create a presentation to share with the class about how Subhi faces adversity and how he overcomes it.



		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 8	Big Idea	The Tempest by William Shakespeare How does Shakespeare challenge ideas about power, ownership and freedom?	The Struggle for Survival How can we use different writing techniques to establish a particular setting?	Face by Benjamin Zephaniah What makes people prejudiced?	Rhetoric How can language help change opinions?	Animal Farm What makes a moral leader?	Poetry – People & Places How does poetry reflect place and identity?
	Key Knowledge and skills	• The different genres of Shakespearean play including a comedy and tragedy. • Colonialism and its impact. • How power is used and misused. • Corruption • How to structure analytical paragraphs. • How characters and themes are developed and presented in a text. • Performing play scripts effectively using tone and intonation effectively.	• Writing structure of 'Drop, Shift, Zoom'. • Creating tone. • Using pace in writing. • Using vocabulary and literary devices for effect. • Writing accurately. • Formal discussions using Standard English.	• What makes an identity • Themes of prejudice, peer pressure and appearance vs reality. • How themes are portrayed throughout a text. • Analysis of characters, setting and plot. • Using voices to present characters through playscripts.	• Reading famous speeches and articles and responding to them • Explore how articles and speeches help persuade and impact the world and how their own voice can do the same • Different rhetorical devices to use in an article, such as anaphora, emotive language, facts and stats, rhetorical questions, repetition, emotive language and direct address • Constructing sentences paragraphs accurately and effectively	• The impact of communism in Russia. • The corruption of power. • The meaning of equality and equity. • What it means to be a leader. • Structuring and writing analytical paragraphs. • Analysis of characters, themes and plot. • Formal discussions.	• Influences on a poet, including personal, social and historical context. • Poetry setting • The importance of tone and tonal shifts. • How poets apply sensory language to create vivid imagery. • How poets use a range of language methods. • How poets use figurative language to present a deeper meaning. • How to analyse at a literal and metaphorical level.
	End Point	Pupils will write an analysis of a character to show their inference and analytical skills.	Pupils will create a descriptive piece of writing to showcase how to use the writing skills they have practised.	Pupils will write an analysis of a character to show their inference and analytical skills.	Pupils will write an article linking to issues that impact teens using the skills they have covered from across the topic.	Pupils will write an analysis of the text, covering characters and a structured debate around why the farm fails.	Pupils will write a comparative analysis explaining how places are presented in two poems.



		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 9	Big Idea	Romeo and Juliet by William Shakespeare How does Shakespeare explore the theme of love?	Gothic Fiction How can we use language to create a vivid gothic description of both setting and character?	Small Island How can understanding our past help us to become more respectful of others?	Rhetoric – Non-Fiction Writing How can understanding rhetoric help us become better communicators and thinkers?	Poetry How can poetic language, imagery and tone convey identity?	Crossing the Line by Tia Fisher What can happen when a young person feels unsafe, unheard, and pressured to grow up too fast?
	Key Knowledge and skills	- Context of Shakespeare and Elizabethan England - Expectations of genders in society - Themes of love and marriage and how these link to context - Impact of parental and romantic love - Analysis of characters and themes - Using Standard English confidently in discussion - Writing creatively for a range of purposes	- Exposure to gothic writing. - Exploration of 19th Century writing. - Revisit and enhancement of descriptive writing methods like similes, pathetic fallacy, imagery and metaphors. - To incorporate character description into a piece of writing. - Develop descriptive writing structure to incorporate tonal and time shifts. - Written accuracy.	- Knowledge of the Windrush Generation and Post-War British attitudes towards them. - Understand the key elements of a play in comparison to a novel. - Understand how to read a part in the play with expression and intonation. - Analysis of characters and themes	- What is meant by rhetoric? - Exploring the pillars of persuasion in greater depth - How rhetoric is used in the media and why it is important - Effective advertising - Understand what makes a powerful speech by studying famous, historical and contemporary examples - Exploring different rhetorical devices and applying them effectively - Formulating well structured, coherent and detailed arguments	- Influences on a poet, including personal, social and historical context. - How poets create and shift tone. - How vocabulary and language choices and connotations add layers of meaning. - How sensory language create vivid imagery. - How poets use a range of figurative language and symbolism to construct meaning. - The intended impact of semantic field. - How to analyse at a literal and metaphorical level	- Themes of grief, bullying and peer pressure and their effects - Analyse how these are presented in the text - County lines and exploitation - How to overcome struggles and the importance of seeking help - Writing in different styles for specific purposes – fiction and non-fiction - Using Standard English confidently in discussion and debates
	End Point	Pupils will write an analysis of a key theme in the text.	Pupils will create an extended piece of descriptive writing using gothic as inspiration.	Pupils will write an analysis of a main character in the text.	Pupils will produce a persuasive letter using effective rhetorical devices.	Pupils will write a comparison essay between two identity poems.	Pupils will write an analysis of a key character/theme in the text.



		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 10	Big Idea	GCSE English Language Paper 1 (AQA) How do writers construct meaning through language and structure?	A Christmas Carol by Charles Dickens How does Dickens use the character of Scrooge to highlight the need for change?	GCSE English Language Paper 2 (AQA) How do writers communicate ideas and perspectives in non-fiction writing?	An Inspector Calls by J.B. Priestley How does Priestley convey ideas about social responsibility in his play?	Macbeth by William Shakespeare How does the corruption of power impact everyone around it?	Power and Conflict Poetry Anthology How are ideas about power and conflict presented through poetry?
	Key Knowledge and skills	• Apply knowledge of language analysis to explore how writers create mood, character and setting through techniques • Analyse how writers structure texts • Track how characters and themes are introduced and developed • Evaluate the writer's purpose and effects using evidence • Use subject terminology • Understand how narrative voice and viewpoint influence reader interpretation • Apply the above to their own writing. • Create effective descriptions in our own writing	• Understanding of how Scrooge is presented and how his character develops/changes • Use understanding of themes (e.g., redemption, social responsibility, poverty) to explain Dickens' message. • Identify and comment on Dickens' use of language, structure, and form (e.g., simile, repetition, symbolism). • Explore how context influences character and theme.	• Apply knowledge of language analysis to explore how writers express opinions, persuade, inform or argue • Analyse tone and viewpoint • Compare writer attitudes and perspectives in two linked texts from different time periods. • Develop skills in inference and evidence gathering • Consider the effect of context and audience on how a writer presents their ideas. • Draw inspiration from studied texts to imitate successful viewpoint writing techniques. • Use effective writing and rhetorical devices to write across different forms, presenting a point of view.	• Apply knowledge of characterisation to explore how Priestley presents ideas through Mr Birling, Sheila, the Inspector, and other characters • Analyse how themes (e.g. responsibility, class, gender, generational conflict) are developed through structure and dialogue. • Use subject terminology to explore how language and stagecraft reflect power, guilt, and morality. • Apply understanding of dramatic tension and foreshadowing to comment on how Priestley keeps the audience engaged Use historical and contextual knowledge to explore Priestley's key message	• Apply knowledge of characterisation to explore Macbeth's transformation • Analyse Lady Macbeth's language and behaviour • Explore how Shakespeare uses soliloquies • Examine the role of the supernatural fate. • Apply understanding of themes • Comment on symbolism • Understand how Shakespeare structures the tragedy • Explore how Shakespeare presents conflict • Use knowledge of Shakespearean context	• Apply knowledge of poetic form and structure • Analyse how language choices reflect ideas about power, conflict, control, or suffering. • Identify and explore key themes across the anthology • Track how poets present emotional and psychological conflict, • Explore how poets use imagery and symbolism • Examine how tone and voice reflect attitudes to power or conflict • Context to interpret meaning • Develop skills in comparing poems
	End Point	Pupils will complete exam questions to demonstrate exam knowledge and technique.	Pupils will complete a practice exam question on the novel.	Pupils will complete exam questions to demonstrate exam knowledge and technique.	Pupils will complete a practice exam question on the novel.	Pupils will complete a practice exam question on the play.	Pupils will complete a practice exam question comparing two poems.



		Term 1	Term 2	Term 3
Year 11	Big Idea	How can we use our knowledge of texts and exam technique to become confident, independent GCSE English students?		
	Key Knowledge and skills	- Secure knowledge of key characters, themes, plot events and quotations from Macbeth and A Christmas Carol. - Analyse how writers use language, structure and form to communicate ideas and influence readers. - Apply contextual knowledge to explore Shakespeare's and Dickens' messages and intentions. - Use subject terminology accurately to support analysis and interpretation. - Retrieve, select and embed relevant evidence effectively in extended responses. - Apply exam techniques across all questions in GCSE English Language Papers 1 and 2. - Develop transactional, descriptive and narrative writing skills for a range of purposes, audiences and forms. - Plan, structure and refine responses under timed conditions through retrieval practice and exam-focused revision.	- Secure knowledge of key characters, themes, plot events and quotations from An Inspector Calls and the Power and Conflict Poetry anthology. - Analyse how writers use language, structure and form to present ideas, viewpoints and messages. - Apply contextual knowledge to explore Priestley's and poets' intentions and the influences behind their work. - Compare how themes and ideas are presented across different poems using relevant evidence and terminology. - Develop skills in analysing unseen poetry, exploring meaning, methods and writer intentions. - Compare perspectives, themes and methods across two unseen poems. - Retrieve, select and embed relevant quotations and references effectively in extended responses. - Plan, structure and refine responses under timed conditions through retrieval practice, exam-focused revision and mock examinations.	- Consolidate knowledge of key characters, themes, plot events and quotations across all GCSE Literature texts. - Refine analytical skills by exploring how writers use language, structure and form to present ideas and messages. - Apply contextual understanding confidently to support interpretations of texts. - Compare themes, ideas and methods across a range of poems and unseen texts. - Select and integrate evidence effectively to develop detailed and conceptual responses. - Apply exam techniques confidently across all English Language and Literature papers. - Craft clear, accurate and purposeful writing for a range of audiences, forms and purposes. - Demonstrate independence through retrieval practice, self-assessment, targeted revision and timed examination practice.
	End Point	Pupils will complete mock exams for GCSE English Language Paper 1, Paper 2 and GCSE English Literature Paper 1.	Pupils will complete mock exams for GCSE English Language Paper 1, Paper 2 and GCSE English Literature Paper 2.	Pupils will demonstrate independence through retrieval practice, self-assessment, targeted revision and timed examination practice.